



Scaffolding for Success: Strategies for Supporting Literacy Learning Across the Three Modes

Cherice Montgomery, Ph.D.
Brigham Young University
Cherice_Montgomery@byu.edu

Image: [David Ritter](#)

<http://scaffoldingwl.wikispaces.com/>

<p>Key Phases of Scaffolding Engagement with Texts (Pre-, During, & Post-)</p> <p>Goal: Reduce cognitive load</p> <ul style="list-style-type: none"> □ INPUT: Noticing & Awareness Scaffold attention (formatting) □ COGNITIVE PROCESSING: Guided Practice Scaffold engagement with text (related global issues, social problems, cultural contexts, & disciplinary content) <ul style="list-style-type: none"> • Comprehend the text (<i>personal connection & interaction</i>) • Organize key concepts and principles (<i>abstraction</i>) • Reflect on, compare/contrast, & critically interpret meaning of text (<i>interpretation</i>) • Explore and experiment with multiple perspectives (<i>application</i>) □ OUTPUT: Communicative Practice & Corrective Feedback Scaffold sharing of learning 	<p>Key Principles</p> <ol style="list-style-type: none"> 1) Activate prior knowledge and experiences 2) Break into “bite-sized chunks of complexity” (Spiro, 1991) 3) Create conceptual and cultural schema 4) Develop well-scaffolded interactive reading tasks 5) Engage students with meaning and content through personal connections to texts 6) Format texts to improve comprehension 7) Generate pre-, during, and post-activities 8) Have students make multiple passes through texts for different purposes 	<p>Scaffolding Text Structure</p> <p>Format the text:</p> <ul style="list-style-type: none"> • Divide it into smaller, manageable chunks • Increase the font size • Double-space between sentences & paragraphs • Bold main ideas • Highlight and color code language patterns • Add <i>headings, titles, or captions</i> to long passages for orientation <p>Add H.E.L.P.S. to the Text:</p> <ul style="list-style-type: none"> • Hints regarding genre • Extratextual supports that clarify meaning (i.e., charts, graphs, images) • Links or QR codes to definitions, cultural notes, or related texts • Paraphrases of main points • Something to DO at strategic points (Create, make personal connections, reflect, summarize, tell a partner) 	<p>Scaffolding the Reading Process</p> <ul style="list-style-type: none"> • Engage students with <i>pre-, during, post-reading activities</i> • Read a <i>simpler text</i> first that exposes students to conceptual or cultural content, language patterns, or vocabulary • Read <i>multiple texts on the same topic</i> • Focus on <i>main ideas, then details, then implications</i> • Teach <i>reading strategies</i> • Use <i>activity protocols</i> <p>Scaffolding Engagement</p> <p><i>Extract information for a purpose</i></p> <ul style="list-style-type: none"> • Annotate the text • Ask questions • Categorize, sort, and label • Compare and contrast • Highlight words you know • Identify main ideas • Illustrate • Locate important details • Match pictures to sentences • Note comprehension (✓, ?, !, ♥) • Paraphrase or summarize • Predict (Y/N, Word Splash) • Sequence main ideas, ¶s • Write headings or titles
--	---	--	--